Evaluation Process

Ongoing input from School of Discovery personnel as well as guidance from the District Office and the Technology Department will assist us in providing benchmarks for the evaluation processes.

The school Technology Committee will do an assessment of the school once a year for the next three years. This Technology Plan will be reviewed and revised in 2012 by the committee utilizing a variety of data. Success of this plan will be determined through tracking. Courses taken for professional development, schedules of students taking classes, staff, parent and student surveys, needs assessments and formal and informal discussions at staff meetings. The Technology Committee will review the results and suggest improvements and future direction based on these evaluation tools.

McColl School Technology Plan –Five Year Plan

I. Computer Inventory

Model #	Number of Computers
755	19
520	65
280	13
270	25
260	20
240	8
150	4
110	1

270s and below need replacing immediately - 58.

II. Plan for replacing computers

a. 25 classroom computers will be replaced each year, starting with 270s and working down
Projected cost: $925.55 ea - $23,138.75
Funding: School based

b. Computer labs – replace laptops (45) with desktops; put laptops (w/keyboards) in carts to be used in classrooms OR trade the laptops in for newer, more rugged laptops ($400 ea)
Projected cost for replacing laptops with laptops: $18,000
Projected cost for replacing laptops with desktops: $41,649.75

e. Administrator/Staff computers – replaced on an as need basis

III. Equipment to add

a. Interwrite Boards
5/year
Projected cost: $6,500 ea - $32,500
Funding:
Document cameras (2)
Projected cost: $728 w/case ea - $1456
Funding: School funds (Book Fair)

b. New lab(Angel's room) – 30 computers (desktop)

Projected cost: $27,766.50
(Promethean Board already installed)

c. Install ceiling mounted multimedia projectors and sound system for classrooms w/out interactive boards to get them Interwrite ready
Cost for projectors - $750 ea
Sound system - $500 ea

IV. Printer Solution

Problem: Each classroom currently has a least one printer and there is no consistency in models. This creates a problem in ordering replacement print cartridges. Cartridges are very expensive while printers currently bought are not but are also not very reliable. Netgear connections between printers and computers cause frequent problems.

Solution Proposal: Buy 1 heavy duty networkable black & white printer per block of rooms. (1. Pre-K & K wing; 2. Second grade, Covington; 3.1st grade & English; 4. 3rd grade & Feather's room; 5. 4th shares with McCoy; 6. 5th; 7. 6th, Black, Polson, Baucom; 8. 7th, Fore; 9. 8th; 10. Hunt, Kubas, Foster, Thompson) – total of 10 heavy duty printers @ $650 ea – total cost $6,500

Funding:

V. Computer Labs/Keyboarding

Keyboarding will begin at the 3rd grade level as an exploratory class. Another keyboarding class will need to be provided at the middle level end, for classes 5-8, until 3rd graders reach that level. Then the middle level class will become an applications class.
Funding: District level
(One of the existing labs will become a keyboarding class for 3rd grade. The largest lab seats 25 and there are more than 25 students in most 3rd grade classrooms. Linda Angel's room is already wired professionally for a lab and that room will become the keyboarding/research lab for the middle end.)

The two existing labs will be professionally wired.
Cost for wiring 2 labs: apply for e-rate funding

***Alternate Solution to Keyboarding** – (most viable in the light of budget cuts, projected class sizes, and expense w/adding personnel)

- Provide *Neo 2* student computers in mobile carts for ELA classrooms

(go to www.renlearn.com/neo/RTI.aspx and see all related pages – documentation will be attached to submitted plan)

- *Neo* computers would be used to boost writing skills and keyboarding would be self-taught in ELA classrooms ea day or several times a week for about 20 -30 min per session
- Recommended: Begin with middle level ELA classrooms (4 carts – grades 5-8)
- Cost – approx. $6,750/cart of 30 computers (incentives/discounts may be provided by company)
- Funding – school based

VI. Allocation of Computers

a. Classrooms with 20 -24 students will have 3- 4 computers for student use including the administrative computer.
b. Classrooms with 25 or more students will have 4 computers in addition to the administrative computer if the subject being taught requires the regular use of computers.
c. All classrooms will have at least one computer for student use and one for administrative purposes that students can also use.
d. The technology coordinator for the school will have the option of moving computers around based on need.

VII. Funding Sources

Title I, ATA funds, PTO, grants, local, District

VIII. Training

On-site provided through the District

IX. Personnel

Technician on site at least part-time OR provided on as need basis in a timely manner.

Technology Plan

During the 2007-2008 and 2008-2007 school years, the Marlboro County School District Technology Department has moved its offices, migrated its network operating system from Novell to Windows, and made significant gains in teacher technology proficiency rates, classroom teacher training, and "customer service." With the present national and local economic situation, prudence dictates a "hunkering down" philosophy with an emphasis on upgrading some of the aging network infrastructure. New projects, such as VoIP will be examined, but financial caution must be the rule of the coming months…and possibly years.

1. Fundamental Basics
    a. Teacher Technology Proficiency
        i. The District will continue to offer courses geared toward training teachers as funding is available via the E2T2 grant.
        ii. Online PBS and State Department courses will also be advertised so that teachers and other certified staff are aware of all possibilities.
        iii. A curriculum technology specialist—Davida Jenkins—will also be available to conduct one-on-one training for teachers as needed.
        iv. The goal is to have all Marlboro County teachers and certified staff branded as Technology Proficient during each lustrum (five-year cyclical period). The easiest way to judge the success or failure of this goal is to see a net of 20% of the District's teachers attaining Technology Proficiency per annum.
        v. A technology database is currently maintained in order to have a printable and provable reference. This is particularly important for teachers who go to another district as a courtesy both to the teacher and the inquiring district.
    b. District network hardware replacement
        i. Servers will be replaced after three years of service.
        ii. Switches and routers will be replaced after five years of service.
        iii. Funding for network hardware replacement will come either from eRate via Internal Connections, State funding, or budgeted allocation.
    c. Recycle plan for disposing old computers
        i. Old computers will be stored in a storage facility located at the high school.
            1. Schools will send computer towers to Technology for processing. All other hardware can be moved from its point of origin to the storage facility by the District Maintenance Department.
            2. Marlboro County Schools will continue to use Creative Recycling, P.O. Box 13758, Durham, NC 27709.
            3. Creative Recycling certifies materials were processed and recycled in accordance with all applicable environmental laws and regulations.
            4. eRate, National, and State funded hardware must be disposed of properly and certified.
            5. The Company also certifies that all hard drives were completely wiped clean, or if the drive in inoperable, it was removed from the system and destroyed.
    d. Network Security

i. Per State regulations, the Technology Department will always maintain a secure environment for the network.
    1. Whenever the Technology building is not manned by personnel, the building will be secured with a monitored alarm armed.
    2. The District Technology team will maintain an environment which will ensure that Trojans and other information gathering 'viruses' are not unable to penetrate nor divulge sensitive employee or student data.
    3. All sensitive data documents will be shredded.

e. Telecommunications
    i. District Technology maintains and is responsible for District POTS (Plain Old Telephone Service).
        1. Technology will apply for assistance in payment via eRate on a yearly basis.
    ii. District Technology maintains and is responsible for wireless cellular service.
        1. These cellular phones are used by District personnel to ease communication issues—both voice and email—which are created by the District's countywide service. This greatly assists logistics—such as bussing issues and the educational process.
        2. Technology will apply for assistance in payment via eRate on a yearly basis.
        3. Technology will evaluate on a yearly basis the ongoing need for each cellular unit.

2. New Technology Possibilities
    a. Transition from SASI to PowerSchool
        i. During the time period covered by this technology plan, the State will be implementing a series of phases to migrate all State districts from the school operating system SASI to PowerSchool. Marlboro County School District is in the fourth phase of the State's planned implementation.
        ii. PowerSchool training is planned to begin in the late summer/early fall portion of 2009. The actual migration will occur early in 2010.
        iii. Most of the funding for a dedicated PowerSchool server is already available. However, a single server setup does not offer any protection from hardware failure. Technology will have to determine the best possible setup in order to guarantee continuous, uninterrupted service.
    b. Technology Staff
        i. Currently, the District Technology Department has a coordinator, network administrator, SASI coordinator, secretary/bookkeeper, two technicians, and one trainer.
        ii. The District uses eRate dollars to bring in assistance with the network through network maintenance.
        iii. Should the network grow, another trainer/technician will become necessary. Possible funding sources from outside the District will be examined.
    c. Improve District Technology Curriculum
        i. Currently, school districts across the United States are busily preparing students for a 1940s economy. While there is a push in South Carolina to integrate technology into the standard curriculum, this does not adequately meet the needs of Marlboro County students. Instead, the current academic environment could do more harm than good.

ii. Problems with the Current Curriculum
    1. Most MCSD students begin learning keyboarding in the ninth grade. Students have already learned bad habits many years prior to this exposure. It is important to begin keyboard instruction at a much earlier point in a student's curriculum.
    2. A committee will be formed to plan a technology curriculum which begins in the third grade and follows national technology standards.
    3. Implementation of the curriculum will not be easy. Funding and logistics will be problematic at best. However, all parties must be aware of the fact that the United States is no longer functioning with a manufacturing economy. Since 75% of the jobs in the United States are in the service sector, it is more accurate to call the current economy a service economy. To continue a curriculum geared toward a manufacturing economy circa 1940 would be a vast disservice to MCSD students.

3. Build Existing Strengths
    a. Convert Analog System to Centrex VoIP Service
        i. The District Technology Department will continue assessing whether or not to further implement VoIP services in the District.
        ii. A Voice over Internet Protocol (VoIP) is an optimized protocol designed to transmit voice through the Internet or other packet switched networks.
        iii. Two schools currently enjoy VoIP: Clio Elementary Middle School and Bennettsville Primary School.
        iv. This service includes the possibilities of paging, bell systems, public address, and voice mail. In the long term, this service could greatly enhance communication between teachers and parents, as well as promote safety in schools.
        v. Initially, all schools would have their analog systems replaced with VoIP.
            1. A possible funding source is E-Rate Priority One.
            2. In the future, phones would be added systematically into the classrooms as allowed by budgeting restraints. E-Rate funding would only pay for the service and not the phones.
    b. Interaction between the community and the Technology Department
        i. There shall be a continuation of questioning local businesses in order to assess what is needed for our graduates to meet local business needs.
        ii. The Technology Department will continue to present the Marlboro Community with a District website.
        iii. Other avenues of communication with the community, such as Channel 22 on the local cable system, will be continued.

Evaluation: Since most of these items are easily observable and not speculative in nature, a simple checklist will suffice to judge the success or failure in the implementation of this plan.

2008—2009 Technology Plan Checklist

	Accomplished	Not Accomplished	Comments
Teacher Technology Proficiency	☐	☐	
District Hardware Replacement	☐	☐	
Recycle Plan	☐	☐	
Network Security	☐	☐	
Telecommunications	☐	☐	
Transition from SASI to PowerSchool	☐	☐	
Technology Staff	☐	☐	
Improve District Technology Curriculum	☐	☐	
Convert Analog System to Centrex VoIP Service	☐	☐	
Interaction between the community and the Technology Department	☐	☐	

Executive Summary

1. Fundamental Basics
    a. Teacher Technology Proficiency
    b. District network hardware replacement
    c. Recycle Plan for disposing old computers
    d. Network Security
    e. Telecommunications

2. New Technology Possibilities
    a. Transition from SASI to PowerSchool
    b. Technology Staff
    c. Improve District Technology Curriculum

3. Build Existing Strengths
    a. Convert Analog System to Centrex VoIP Service
    b. Interaction between the Community and the Technology Department

District Needs Assessment

The District must continue training its teachers so that they can take advantage of the full array of technology tools at their disposal. Online PBS and State Department courses will be advertised so that teachers and other certified staff are aware of all possibilities. A curriculum technology specialist—Davida Jenkins—will also be available to conduct one-on-one training for teachers as needed. The District will continue to offer courses geared toward training teachers as funding is available via grant vehicles such as the E2T2 grant.

The District network infrastructure is beginning to age out as many critical hardware components are beginning to age out of service. In order to ensure network reliability, the monies must be secured via eRate Internal Connections, State funding, or budgeted allocation.

Since a goodly portion of District hardware comes from outside funding, it is critical that the hardware is disposed of legally. The District currently uses Creative Recycling, which certifies that materials are processed and recycled in accordance with all applicable environmental laws and regulations. The Company also certifies that all hard drives were completely wiped clean, or if the drive is inoperable, it was removed from the system and destroyed.

Network Security is a constant issue. Per State relations, the Technology Department will always maintain a secure environment for the network. Whenever the Technology building is not manned by personnel, the building will be secured with a monitored alarm system. Network virus, Trojan, and worm attacks are constant and fierce. Technology personnel will dutifully keep up to date with the knowledge and tools necessary to thwart any and all attempts to breech network security.

Technology maintains and is responsible for District POTS (Plain Old Telephone Service), current VoIP (Clio Elementary Middle School and Bennettsville Primary School), and District cellular service. In these current trying economic times, it is especially critical that the District apply for and secure eRate funds for these varying services as each is critically important for the successful day to day District and individual school operations. Technology must also assess the need to expand or not expand its current VoIP service.

One of the most critical issues facing Technology in the coming school year will be the migration from the school operating system SASI to PowerSchool. The State will be implementing a series of phases to migrate all State districts. Marlboro County School District is in the fourth phase of the State's planned implementation. Assessing the proper hardware needed for the migration will be a challenge.

Technology currently operates an understaffed organization. It is critical that the District uses eRate network maintenance to supplement its operation. E2T2 funding could be critical in helping pay the salary of staff hired to train District personnel to use the technology tools at their disposal.

Technology will strive to enhance communication between the community and the District via the District's website presence and communication possibilities with the local cable company.

Technology Dimension 1: Learners and Their Environment

Snapshot of Current Technology Use in District

Whiteboards, computers, and various software technologies are being incorporated within the District. An improvement has occurred this year in large part to the acquirement of a technology curriculum specialist who can work throughout the District instead of being stationed at one school. However, more improvement needs to take place.

Goal

An immediate goal is teacher training. Ideally, the district should ensure that there is a twenty percent minimum per annum of teachers meeting technology proficiency. This would yield a hundred percent each lustrum. Part of the goal would have teachers passing their technology knowledge on to the students. All teachers and students should have access to technology in the classroom.

Objectives, Strategies, and Action List

- To have all teaching staff technology proficient each lustrum
    - Devise a plan
    - Implement the plan
- Schools must develop an overall spending strategy.
    - Develop enough of a technology environment so that quality teaching candidates will join the District's workforce.
    - Bring about equality among the schools. Some schools spend money more wisely.
- Students must be exposed to technology.
    - School curriculums should be developed in a direction that integrates technology with standards and the overall curriculum.
    - More importantly, the District should develop a technology curriculum which brings education into the 21st century. U.S. schools are still churning out graduates geared toward a 1940 economy, not a 2010 economy.
- Provide a stable network to facilitate teacher and student involvement.
    - Maintain the District network infrastructure.
- Establish school technology plans
    - Plans should encompass a school's strategy to integrate curriculum, standards, and technology
    - Schools must budget in order to maximize the technology tools available for students.
- Offer each school access to a technology person who would be in charge of hardware trouble shooting and staff training.

Implementation Action Steps

- Devise a plan to train teachers for technology proficiency
- Implement plan
- Individual schools develop a technology plan which would incorporate staff training, budgetary considerations, and technology acquirement goals.
- Develop school curriculums which integrate technology with standards and overall curriculum

Funding Considerations

- eRate Network Maintenance funding
- E2T2 funding
- Local funding
- Grants

Evaluation of Objectives

- Yearly evaluation via checklist included in District Technology Plan

Technology Dimension 2: Professional Capacity

Snapshot of Current Technology Use in District

All teachers and staff have access to computers and other forms of technology. A technology curriculum specialist is available for teachers. The District does offer courses for teachers, such as graduate level technology introductory and integration courses. Planning to increase technology training and use needs to be addressed both at the District and local school levels. An inequity among the schools with similarly trained SASI operatives exists. This must be addressed particularly with the advent of PowerSchool

Goal

Obviously, the District will develop and implement a long-range plan designed to enhance teacher and staff technology competence.

Objectives, Strategies, and Action List

- To have all teaching staff technology proficient each lustrum
    - Implement the plan
- Establish school technology plans
    - Plans should encompass plans to integrate curriculum, standards, and technology
    - Schools must budget in order to maximize the technology tools available for students.
- Offer each school access to a technology person who would be in charge of hardware trouble shooting and staff training.
- Access training for SASI staff
    - Take advantage of training from such sources as the Florence Regional Technology Center.

Implementation Action Steps

- Implement technology proficiency plan
- Individual schools develop a technology plan which would incorporate staff training, budgetary considerations, and technology acquirement goals.

Funding Considerations

- E2T2 funding
- Grants
- Local funding

Evaluation of Objectives

- Yearly evaluation via checklist included in District Technology Plan

Technology Dimension 3: Instructional Capacity

Snapshot of Current Technology Use in District

Among the current software tools available to teachers are Kidspiration, Inspiration, Streaming Video, Waterford, SuccessMaker, Compass Learning, Microsoft Office programs, eChalk, Renaissance Place programs, and a host of other software packages. Hardware focuses mainly on traditional computing, although white boards, hand held computers, and other hardware variations are also used throughout the District.

Goal

The District's main goal is to increase the amount of time the average student spends utilizing technology. Local businesses and industry have called for more technically savvy future employees, and the District must more toward that goal. What the business community desires from District graduates must be paramount to what drives the District.

Objectives, Strategies, and Action List

- To have all teaching staff technology proficient each lustrum
  - Devise a plan
  - Implement the plan
- Establish school technology plans
  - Plans should encompass plans to integrate curriculum, standards, and technology
  - Schools must budget in order to maximize the technology tools available for students.
- Offer each school access to a technology person who would be in charge of hardware trouble shooting and staff training.
- Monitor hardware and software purchases
  - An overall goal toward purchasing usable and viable technology must be attained. In the past, education has jumped on the bandwagon of faddish technology, such as the handheld computer, without realizing that particular technology had no long-reaching impact. Fads must be avoided at all cost. Besides being a colossal wasted of capital, these fads serve only to diminish a student's time on task and do little to enhance a student's future career prospects.

Implementation Action Steps

- Implement plan to train teachers for technology proficiency
- Individual schools develop a technology plan which would incorporate staff training, budgetary considerations, and technology acquirement goals.
- Help schools to purchase meaningful technologies and to avoid meaningless fads.

Funding Considerations

- E2T2 funding

- Grants
- Local funding
- eRate

Evaluation of Objectives

Yearly evaluation via checklist included in District Technology Plan

Technology Dimension 4: Community Connections

Snapshot of Current Technology Use in District

The District uses eChalk to establish community connections. The local cable company's public access station is used. Various tools like AlertNow are also used. eChalk will be replaced with Tynken Interactive July 1, 2009. Technology also uses the local cable company to broadcast school announcements via cable channel 22.

Goal

The District is moving toward a more active connection with the surrounding community. Though the primary focus of this connection will be technology, there are ways to promote technology without directly using what is considered current technology, such as the local cable access channel and the local newspaper.

Objectives, Strategies, and Action List

- Implement the eChalk replacement.
- Schools and District optimize usage of all available communication tools

Implementation Action Steps

- Implement the eChalk replacement
- Encourage schools to utilize AlertNow.
- Encourage schools to take advantage of cable channel 22.
- Make sure all tech contacts, principals, and other points of interest are aware of all communication tools available.

Funding Considerations

- Grants
- Local funding
- eRate

Evaluation of Objectives

- Yearly evaluation via checklist included in District Technology Plan

Technology Dimension 5: Support Capacity

Snapshot of Current Technology Use in District

Current district support can be defined in the following levels: hardware and software maintenance, offering information and ideas to support the purchasing of technology, and offering ideas and training for integrating technology with district curriculum.

Goal

To maintain the level of current support capacity, building upon the department's efficiency. Training should be improved to include a strategy of targeting and addressing those teachers who are not technology proficient, as well as helping all teachers move toward incorporating technology strategies in their daily lessons.

Objectives, Strategies, and Action List

- Evaluate staff to maximize hardware and software support.
    - As the network expands, more staff may be needed to maintain our current level of support
    - eRate funding for Basic Network Maintenance is crucial.
    - Identify teachers who are not technology proficient. Target these teachers for training.

Implementation Action Steps

- After teachers are targeted as not technology proficient, arrange training. Make sure that the training is done in such a manner that the teacher can observe technology and curriculum integrated lessons and can then plan and implement his/her own lessons.

Funding Considerations

- Grants
- Local funding
- eRate

Evaluation of Objectives

- Yearly evaluation via checklist included in District Technology Plan

Cumulative Benchmarks

Benchmark	Time Frame	Assessment
Teacher Technology Proficiency	20% of teachers meet proficiency standards annually by June 30	**Technology proficiency database will be kept. A simple count will yield results.**
District Network Hardware Replacement	Processed on an annual basis	**See page 45**
Recycle Plan	Ongoing	**See page 45**
Network Security	Ongoing	**See page 45**
Telecommunications	Ongoing	**See page 45**
Transition from SASI to PowerSchool	The District is in the State's Phase 4. Training begins in the fall of 2009. The actual transition occurs in the first quarter of 2010.	**See page 45**
Technology Staff	Ongoing	**See page 45**
Improve District Technology Curriculum	A committee met in January and February of 2009 to explore a curriculum. Efforts to implement will be ongoing.	**See page 45**
Convert Analog System to Centrex VoIP Service	Ongoing—study the need and weigh the cost factor vs. need.	**See page 45**
More Interaction between the Community and the Technology Department	**Transition in July between eChalk and Tynken. There will need to be training for staff.** **Update AlertNow data and monitor school usage.** **Make sure all tech contacts, principals, and other points of interest are aware of all communication tools available. Ongoing process**	**See page 45**

Bibliography

Technology Dimension 1: Learners and Their Environment Best Practices
http://www.sck12techinit.org/Learnersandtheirenvironment.html

Technology Dimension 2: Professional Capacity
http://www.sck12techinit.org/ProfessionalCapacity.htm

Technology Dimension 3: Instructional Capacity
http://www.sck12techinit.org/InstructionalCapacity.htm

Technology Dimension 4: Community Connections
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Technology Dimension 5: Support Capacity
http://www.sck12techinit.org/SupportCapacity.htm

http://www.educationworld.com/a_tech/tech/tech130.shtml

http://teched.vt.edu/ctte/ImagesPDFs/BestPracticesInTE.pdf

America's Failure in Science Education
http://www.businessweek.com/technology/content/mar2004/tc20040316_0601_tc166.htm

Appendix 1: No Child Left Behind Action Plan

1. E2T2 formula funds will be used to provide hardware normally unavailable to both teachers and students in certain schools. Just as all districts are not equal in wealth so, too, are schools not equal. Besides using the funding as an equalizer, the funding will also be used to provide training for hardware and software tools so that they will be utilized by both teachers and students. Competitive funding, if applied for and obtained, will be used primarily to target teachers in need of technology training. These teachers will be given one-on-one training to learn not only the technology, but also how to integrate what is learned into his/her teaching.

2. Marlboro County School District's chief goal is to meet the current and future demands of local business and industry. What these entities desire from future workforce applicants is critical and must be addressed. The District will partner with local government to ascertain these needs on an annual basis. Another goal is to prepare students for a more global experience, whether it is careers outside Marlboro County or furthering the educational experience via technical colleges or universities. Data shows that current so-called best practices in curriculum and teaching strategies are woefully inadequate. Too many technology-related careers go unfilled until legal immigrants can be acquired to fill them. In its rush to fulfill a need to integrate technology with curriculum, modern American education too often tramples one objective with the other until students have no concept of what should be learned. "...we have developed a shortage of highly skilled workers and a surplus of lesser-skilled workers," warned former Federal Reserve Board Chairman Alan Greenspan in a Mar. 12, 2004 address at Boston College. And the problem is worsening. "[We're] graduating too few skilled workers to address the apparent imbalance between the supply of such workers and the burgeoning demand for them," Greenspan added. Until now, America has compensated for its failure to adequately educate the next generation by importing brainpower. In 2000, a stunning 38% of U.S. jobs requiring a PhD in science or technology were filled by people who were born abroad, up from 24% in 1990, according to the NSB. When, and if, a teacher decides to use technology to enhance learning, the integration must be performed seamlessly and naturally so that neither the curriculum nor the technology gets lost. There can, and must not be, a single strand of teaching strategies that integrate technology effectively into curricula and instruction. Such a premise denies the following:
    a. Technology changes and is highly evolutionary
    b. Teaching methodology changes continually
    c. Business and higher education demands change

3. In order to enhance PACT scores, all district students involved with PACT testing will either utilize Compass Learning or SuccessMaker three times weekly. All schools have either a wireless mobile lab or a wired lab situation. The District will actively seek out all teachers not branded as technology proficient and will work with them until they are ready to pass their knowledge on to their students. A district technology proficiency plan will be designed to stress—not so much the teacher's knowledge—but that teacher's ability to pass technology enriched curriculum to his/her students. An emphasis will be placed on procurement of interactive boards, as well as the training necessary to ensure each board's use. The District will consider using InfoSource Learning or some

compatible product to push ISTE training to all teachers. Initially, the same product will be used to train students as an experiment prior to pushing this training to all students.

4. An emphasis will be given to the outlying schools which have less opportunity to purchase technology hardware and software. This particular emphasis is two-prong: students who normally don't have access to technology will be given the opportunity and schools will have the needed resources in order to be able to compete for candidates strongly grounded in technology to fill teaching vacancies. Training will be provided to insure that the technology is reaching its intended audience...the students.

5. Ideally, District schools need access to a technology person who would be in charge of computer trouble shooting and staff training. The technology demands within each school have proven too much for any one person to handle.
    a. Not all schools need a full-time tech person; however, all schools need either a full-time or a part-time tech person. The following is a recommendation for the best allocation of tech manpower:
        i. Blenheim, Clio, and the School of Discovery would share one tech on a rotating basis.
        ii. McColl would have a full-time tech person.
        iii. Wallace and Bennettsville Primary would share one tech on a rotating basis.
        iv. Marlboro County High School would have a full-time tech person.
        v. Bennettsville Middle School and Infinity School would share one tech as needed.
        vi. Bennettsville Elementary School would have a full-time tech person.
    b. In addition, no hardware or software will be purchased unless the vendor guarantees adequate training measures to provide our teachers with the best possible introduction to the product.

6. Currently, the largest competitive need in our district is interactive boards, particularly since televisions will shortly go the way of eight-track players and other obsolete devices. With the current move by SC ETV, analog television signal will become digital signal passing through the network. Interactive boards, complete with LCD projectors are critical components of the modern classroom.

7. A goodly portion of the District's teachers are already integrating technology into curricula and instruction. Of primary focus is a survey of local industry and business and what the skills they request District graduates to possess. Many teachers have yet to acquire the skills necessary to deliver a quality technology rich lesson. The District's goal is to build annually upon the total number of teachers qualified to deliver a technology enriched experience to the District's student population. Please see the tech plan for specifics.

8. New technologies supplied by SC ETV will make distance learning much easier. Planning for a teacher's departure from a school to a DELC center will no longer be necessary. School's can minimize the movement of teachers needed for distance learning now that the technology exists for distance learning to occur at any location. Teachers are recognized for innovation through various District programs, including the fabled Teacher of the Year competition. Please see the tech plan for further details in the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula.

9. Several home/school technologies will be utilized to increase communication with parents and the involvement of parents within the schools. Parenting coordinators routinely host parent/technology night events in the schools. eChalk is utilized to both communicate with parents and make them aware of all the opportunities presented to the parents, including suggested activities for their children, as well as assignments given by individual teachers.

10. The adult literacy service provider has a Magic Johnson center rich in technology for its student population. Both teachers and the adult literacy students are provided extensive training and provided adequate resources through the Magic Johnson center.

11. Teachers will be evaluated as part of the teacher proficiency process. Please see the tech plan for a description of the process and accountability measures.

Appendix 2: Teacher Technology Proficiency Proviso Professional Development Plan

Definition of teacher proficiency

- In order to be deemed technologically proficient, a Marlboro County teacher must have knowledge in five software areas, the ability to create technology and content area lessons for student consumption, a basic familiarity with hardware, and the ability to effectively integrate technology and technology tools into the curriculum.
    - Five software areas
        - Email—a technology proficient teacher should know how to send email and read received email. Also, the teacher must be able to send and open attachments properly.
        - Student Information Management Systems—Teachers should be able to take attendance, enter student grades, and be able to locate student information.
        - Curriculum Software—the teacher should be able to utilize this section of software to enhance the student learning experience and utilize information to properly place students with appropriate learning material.
        - Microsoft Office—Teachers should be able to use Office programs to enhance the educational process via instruction and offering students hands-on learning.
        - Internet-based Communication Systems—Teachers must utilize the district's Internet-based communication system in order to enhance communication with both parents and the community.

Annual Technology Proficiency Procedure

- The Technology Department will send letters to each certified teacher who is either facing renewal of technology proficiency or carries no technology proficiency rating. This letter will outline possible strategies for gaining one's tech proficiency.
- Both the technology coordinator and the technology curriculum specialist will work with unrated personnel so that a tech proficiency rating may be achieved.

Appendix 3: Acceptable Use Policy

Purpose: To outline and define what is acceptable district technology usage.

Technology is a vital part of education and the curriculum of the Marlboro County School District. In an effort to promote learning, expand educational resources for students, and marketable job skills, the district has arranged to provide Internet access to students and staff. The district's goal in providing this service is to promote educational excellence by facilitating resource sharing, communication, and innovation. Access to the Internet, an "electronic highway" connecting millions of computers users all over the world, will allow school district students and staff the opportunity to communicate with others on a global level and access educational materials worldwide.

Access to the Internet is a privilege, not a right. With this privilege, there also is a responsibility to use the Internet solely for educational purposes and not to access inappropriate materials unsuitable for students and staff. To that end, the Marlboro County School District has developed guidelines governing the use of Internet access.

As part of the implementation of the administration's guidelines, students and staff must be instructed on the appropriate use of the Internet. In addition, parents/legal guardians must sign a form acknowledging that they have read and understand the acceptable use policy and administrative rule, that they will comply with the policy and administrative rule, and that they understand the consequences of violating the policy or regulations. District staff must sign a similar acknowledgement form before they will be allowed to access the Internet. Inappropriate use by any person will not be tolerated.

Internet access

Prior to accessing the Internet, students and staff must receive instruction on the appropriate use of the Internet.

Parents/Legal guardians will be required to sign a permission form at the beginning of each school year before students will be allowed access. Teachers or media specialists may conduct Internet activities to pre-selected sites that do not require written permission from students.

Students must also sign a form annually acknowledging that they have read and understand this acceptable use policy, and that they understand the consequences for violating these guidelines.

Employees must sign a similar acknowledgement form.

Any violations of these guidelines will subject the user to appropriate disciplinary action with possible restricted Internet use or a complete loss of Internet access.

Terms and conditions of use

All use of the Internet must be in support of research and education. Use of the Internet for financial or commercial gain is prohibited.

Use of other organizations' network or computing resources must comply with the rules appropriate for that network.

Transmission of any material in violation of both national and state laws or regulations is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret.

Procedures for use

Administrators and teachers may access the Internet for educational or work-related purposes at any time; however, any staff Internet usage may not interfere with the educational process.

Students will be allowed to access the Internet only through their teacher's or media specialist's instruction. No students may access the Internet without permission. Student use must be supervised at all times by a staff member.

Rules governing use

The use of the Internet is a privilege and not a right. Inappropriate use will result in restriction or cancellation of Internet privileges. All staff and students must abide by the rules of network etiquette, including the following:

- Be polite. Do not be abusive in messages to others. This includes disrupting, harassing, or annoying other users. Always use appropriate language. Profanity, vulgarities, or other inappropriate language is forbidden. Illegal activities are strictly forbidden.

- Users will not use the district system to post private information about themselves or others.

- Note that electronic mail is not guaranteed to be private. People who operate the system have access to all email. Messages relating to or in support of illegal or inappropriate activities will be reported to the appropriate authorities.

- All communications and information accessible via the network should be assumed to be private property. Always cite all quotes, references and sources. Media specialists will have all proper citation formats on file.

- Never access inappropriate or restricted information, such as pornography or other information not directly related to the educational purposes for which access is being provided. Restricted information includes obscene, libelous, or profane materials, advertisements for products or services not permitted to minors by law, and other materials which may cause a substantial disruption of the academic environment.

- Vandalism also is prohibited and will result in cancellation of privileges. Vandalism includes any malicious attempt to harm or destroy data of another user, and includes, but is not limited to, the uploading or creation of computer viruses.

- All users should remain on the system only as long as necessary to complete their work so that other individuals will have equal opportunities to access the Internet.

- The network may not be used to download, copy, or store any software, shareware or freeware without prior permission from the media specialist.

- Network users may not engage in "spamming" (the abuse of electronic messaging systems to indiscriminately send unsolicited bulk messages) or participate in chain letters. No email should be sent via the entire district or school-wide unless the email supports the objective of education and other district business.

Safety guidelines for students

Never give out your name, address or phone number.

Never agree to meet in person with anyone you have met online unless you first have the approval of a parent/legal guardian

Notify an adult immediately if you receive a message that may be inappropriate or if you encounter any material that violates this acceptable use policy.

Your parent/legal guardian should instruct you if there is additional material that he/she thinks would be inappropriate for you to access. The Marlboro County School District and your school expect you to follow your parent/legal guardian's wishes in this matter.

Appendix 4: Report on Last Year's Progress toward Goals, Objectives, Strategies, Benchmarks, Actions, and Outcomes

	Accomplished	Not Accomplished	Comments
Teacher Technology Proficiency	☒	☐	85 teachers were certified in 2007-2008. This more than adequately fulfilled the 20% goal. There is a tech proficiency database in place.
Future Network Software	☒	☐	The decision was made to go with Microsoft. The migration process began in May.
District Policy for Hardware and Software Purchases	☐	☒	Since Technology was able to relocate to a more suitable location, this policy was pushed aside until after the migration was complete. The differing network operating system would render a specific policy obsolete.
District Network Hardware Replacement	☐	☒	Not applicable during this time period. More will be done with this in the 2008-2009 school year.
School Technology Plans	☐	☒	This process will be completed during the 2008-2009 school year.

Recycle Plan for Disposing Old Computers	☒	☐	The recycling plan is fully implemented as stated.
Facility Update	☒	☐	In June of 2008, the Technology Department relocated to the DELC Center. All problems were addressed with this move.
Tech Person for Each School	☐	☒	We made progress. Between Davida and myself, we have enough coverage for now.
Security	☐	☒	We applied for this in 2007-2008. We have not heard from eRate as of November 6, 2008.
Converting Analog System	☐	☒	Again, we are waiting for a vendor change approval from eRate.
SASI Training	☐	☒	I did not do a good job with this 2007-2008.
Network Technicians	☒	☐	We currently enjoy support from CSI.
Computer Repair Technicians	☒	☐	It is my opinion that both Doug and Dustin adequately support the District's needs.
More Interaction between the Community and the Technology Department	☒	☐	With Channel 22 announcements and the District website, this has been met.

Comments:

Teacher Technology Proficiency:
I believe this department has done an excellent job of working on this particular tech plan item. 85 teachers gained their tech proficiency last year. Early in October of this year, letters were sent to each teacher not tech certified, outlining within the letter the different avenues a teacher could choose in order to obtain his/her tech proficiency. So far, the response has been tremendous. Davida Jenkins has been a wonderful asset and addition to our department. I cannot stress enough just how well she is doing. If anything, she makes a far finer tech coach than I ever did.

District Policy for Hardware and Software Purchases:
I put this on hold until well after the smoke clears from the migration. Changes made by the migration need to be analyzed fully before planning and implementing such a policy.

School Technology Plans:
This was implemented around the first of September, 2008. Schools were given guidelines. They were to appoint a committee by the end of September, prepare a complete inventory of technology components valued over $500.00 by the end of October, and use that and guidelines within the District Technology Plan to create their own plan by the first of 2009. So far, most schools are doing what is expected.

SASI Training:
In between writing the 2007 Tech Plan and its actual implementation, the State decided that it would replace SASI with PowerSchool in the near future. The last communication I received was a confusing seven page document dealing with what has been decided by a PowerSchool Implementation Committee as of October 7th. It is frighteningly devoid of any useful information. The State released its last updated Technology Plan draft on November 7. PowerSchool was only mentioned once in that document in the budgetary section. So far, the unknowns are massive, leaving the issue of whether or not to actually expend District resources on extensive training on SASI, which will be replaced soon. Planning for either SASI or PowerSchool at this point is like skeet shooting blindfolded while walking barefooted on hot coals.

Overall Evaluation:
The technology department has done more in calendar year 2008 than in its previous years combined. This was done mostly because of necessity. However, the one amazing fact that has shown forth throughout this migration process is that the network backbone has remained remarkably stable. With the exception of downtime during the actual move from the downtown Annex building to 221 Bulldog Road, the network has proven to be exceptionally resilient. Security is now within acceptable parameters, the hardware equipment is now housed in a friendly temperature and humidity environment, and all that remains is a rather impressive list of niggling glitches.

Our goal is to continue delivering superior 'customer service'.

Proposed 2009-2010 Budget

Salary Total		345,873.76
	Projected	Account Number
Supplies	67,230.00	100-266-410-0000-64
Tech Supplies	52,230.00	100-266-445-0000-64
Equipment	1,000.00	100-266-540-0000-64
Tech Equipment	85,884.00	100-266-545-0000-64
Technology eRate**	149,515.51	100-266-345-0003-64
eRate Contracted	8,200.00	100-266-345-0000-64
Travel	3,000.00	100-266-322-0000-64
Phone Budget	130,496.00	100-254-340-0000-03
Total	497,555.51	

Technology Plan Verification and Signatures

I verify that all above components for Marlboro County School District technology plan have been addressed.

Technology Coordinator's name: David DeWeese

Technology Coordinator's signature: David DeWeese

Date signed: 3/26/09

Superintendent's name: Alisa Goodman

Superintendent's signature: Alisa Goodman

Date signed: 3/26/09